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Book 87

**COURSE OF STUDY**

AND

**SYLLABUS**

IN

**CIVICS**

FOR THE

**ELEMENTARY SCHOOLS**

OF

**THE CITY OF NEW YORK**

1914



# COURSE OF STUDY

IN

# CIVICS

AS ADOPTED BY THE

BOARD OF EDUCATION

MAY 27, 1914

WITH

# A SYLLABUS

AS ADOPTED BY THE

BOARD OF SUPERINTENDENTS

JUNE 4, 1914

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DEPARTMENT OF EDUCATION

THE CITY OF NEW YORK

PARK AVENUE AND FIFTY-NINTH STREET

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## CIVICS

### INTRODUCTORY NOTE

In teaching civics the aim should be to train for citizenship. Good citizenship depends not so much on a knowledge of the governmental forms of a community as upon the practice of civic virtue in that community. As a pupil lives in the community and is a part of it, he should know what community life means. He should have the desire to be an honest, industrious and useful member of the community, because he has been taught to feel that his happiness and the welfare of the community depend on his efforts to live right.

As a school is but a smaller community, it affords the teacher an excellent opportunity to illustrate concretely the principles underlying community life.

While a pupil should be taught that a citizen's rights are the most important things he can possess, that the government exists for the protection of his rights, and that the form of government depends upon the recognition and protection of his rights, yet he should be constantly and persistently reminded that every right has a corresponding duty. The rights of some citizens are the duties of other citizens. Rights and duties go hand in hand.

As a good example is better than a good precept, it becomes evident that the ethical organization of a school is of greater importance than ethical teaching. School government and class management are living and concrete examples of government, ever before the eyes of the pupil; therefore every act and every order on the part of adults in the schoolhouse should be carefully considered with a view of the effect on the pupils. One can not expect obedience if one himself is not obedient; one can not expect respect if one is not respectful himself; one can not expect fairness if one is not fair-minded himself; one cannot expect pupils to practice civic virtues when the same are being violated by his elders. Unless a teacher be impressed with the belief that every action of his own is influencing the character of his pupils, he is not training them. In order that pupils may have actual experience in governing themselves, they should be released from constant guardianship, they should be given some responsibility and some opportunity for self-government by allowing them to manage or take an active part in managing the discipline of the school, the recitation, their own clubs, games, playgrounds, fire drills, opening exercises, entertainments, excursions, class and school libraries, athletic contests or class savings banks.

Pupils should be made to feel their responsibilities by being made responsible for something in the preservation of school property, in the tidiness of school premises and school rooms; and of the streets of

the neighborhood, and thereby learn that mutual assistance and co-operative service are the fundamental principles of all healthy self-government.

Pupils should be led to see that without law, liberty itself is impossible; that infractions of the law are injurious to the people individually and collectively, and that it is the duty of each citizen, young or old, to aid in the enforcement of the law. "Good laws, good administration, and the perpetuity of the government itself depend upon the manner in which the people discharge their public duties."

The plan for teaching civics in the elementary schools readily divides itself into three units. The work of the first four years is mainly directed to safety and caution, to the family, the school, and the neighborhood. Specific civic instruction begins in the fifth year, bearing directly upon the local affairs of the city in the fifth year, and upon state and national affairs in the sixth year. The close of the sixth year completes the first cycle of simple study, so that a pupil who leaves school at the close of the sixth year may have an understanding, however elementary, of the forms and procedure of government, and of his duties. The second cycle of instruction, in the seventh and eighth years, is more formal. A text-book should be used in these grades. The aim in these years is not so much the machinery of government as the functions of the various parts. Throughout the last two years use should be made of current events which illustrate the actual practice of government. The nomination of candidates, the party campaigns, the elections, court proceedings, acts of Congress or of the Legislature, the actions of the President of the United States, of the Governor of the State, of the Mayor of the City, as well as significant events in the civic life of the nation, state, and city, should be used to vitalize interest and to promote clearness of ideas.

## CIVICS

## COURSE OF STUDY FOR FIRST THREE YEARS

In the first three years of the course the young child should be exercised in the ways and means of caution and safety, the protection of person and property, and in his duties as a useful little citizen.

## SYLLABUS

The time for this work should be included under English as a part of the child's necessary instruction for social membership.

The aim of every lesson should be to impress caution and safety, self-protection, self-control, and the necessity and value of rules or laws for the protection of all.

THE STREET: Keep to the right; where to cross the streets; when; how; danger of playing in the streets; danger of running in the streets; necessity of keeping on the sidewalk; looking in the direction in which one is going.

Helping to keep the streets clean; the use of rubbish boxes as places for skins, nutshells, papers and all other waste; scattering refuse in the street forbidden by law. Helping to keep the streets safe by refraining from throwing hard balls or stones. Marking with knife, chalk or pencil defaces walls, sidewalks, fences and buildings, injures property, insults the passers by, and makes the city unsightly. Caution in alighting from cars.

THE SCHOOL: The rules and regulations for the use of the streets, yards, and halls in each school explained concretely or illustrated; where the exits are; doors open outward, and why; what staircase to use in emergency; the rapid dismissal or fire alarm and the various signals; in connection with this attention should be called to the danger of playing with matches; the necessity for silence and obedience. Why children must be early and regular at school.

## SUGGESTIONS TO TEACHERS

Many of the unfortunate accidents that befall our city children are due to ignorance of the danger on the part of the little victims. It is generally conceded that a child should first acquire a knowledge of his immediate environment and his place in that environment, and that each child should realize his personal relation to the law under which he and all around him live. Investigations in many large cities seem to show that violations of local ordinances are due, not so much to disrespect for authority, as to ignorance of the law. Most of the fires are due to carelessness.

It is suggested that the topics be introduced through conversations with the children about their personal experiences, and walks about the school building and streets of the neighborhood, and through the telling and reading of simple and interesting stories and facts, according to the experience, age and grade of the child.

## GENERAL AIM

In teaching civics in the elementary schools the end should not be exclusively a knowledge of governmental forms, but rather the practice of civic virtues, a knowledge of community life and the relation of the pupil to it. The aim is to aid the pupils in becoming active members of a community and free servants of the civil organization.

## GRADE 4A

### COURSE OF STUDY

Family and home. Duties, rights, and privileges in the family and in the home.

### SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

THE FAMILY: The father, mother, and children; the love of parents shown in care, protection and support of children;

money needed to pay expenses of family; money supplied through work of parents; rules of family made by parents. Reciprocal duties of children, to love their parents, and sisters and brothers, to help one another, to be kind to the aged and infirm, to respect parents, to be truthful to them; to show gratitude by helping the parents, by being polite to them, by good conduct, and by obeying the rules of the family.

**THE HOME:** Should be kept bright and clean; importance of fresh air and sunlight; one window in each room; one bath in each home; clean courtyards; orderly arrangement of the articles of clothing and the furniture in the room; the expenses of the home; work of parents to supply money. The reciprocal duties of the children in the home, to assist cheerfully in the household work, to take care of furniture and other property, to waste nothing; to keep fire escapes clear.

#### GRADE 4B COURSE OF STUDY

**School and neighborhood. Duties, rights, and privileges in the school and neighborhood.**

#### SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

**THE SCHOOL:** The building; classes for all children, from kindergarten to graduation; may enter at six and should graduate at fourteen; teachers, heat, light and supplies provided by the city at great expense; money from rent payers and taxpayers; recreation centers for enjoyment; vacation schools for making up lost time, and for special work; playgrounds; fire signals; fire drills.

Reciprocal duties of children, to attend regularly and punctually, to make every effort to be promoted, to graduate from the elementary school on or before the fourteenth birthday, to make

up for lost time in vacation schools, to be obedient, to enjoy the recreation centers and playgrounds of the city; to grow, to develop, to be strong; to be honest, industrious and kind. The importance of the obedience of each one for the good of all.

THE NEIGHBORHOOD: The number of people in the streets; the use of sidewalks for pedestrians; the roadway for vehicles; the policeman to protect us in the street and to help traffic; street sweepers to keep streets clean; the method of removing ashes, garbage, and rubbish; the lighting of the streets to help the business of the people as well as to direct them and protect them; the use of any public buildings in the neighborhood for the good of the city and the neighborhood; the use and purpose of our parks and playgrounds; the lawns, flower beds and walks, benches for the tired or sick. Attention should be called to signs, such as following: *Danger, look out for the cars, Hospital street, School stop, No admittance, Keep off the grass, Wait until the car stops, Push, Pull, Entrance, Exit, Spitting on the floor forbidden by law, etc.* Expenses of the neighborhood met by the city and parents. Reciprocal duties of children and the people, to keep on the sidewalk, to keep moving, and to keep to the right; cautions for safety when playing in the roadway; to help keep the streets clean, to place all rubbish and garbage in proper receptacles; to protect the street lamps, to protect all property of the city; each citizen must help by honesty, industry and kindness, so that all may be benefited.

#### SUGGESTIONS TO TEACHERS

The fourth year children should take up the study of civic life from their personal conduct with people and life around them. They should be led to observe their duties, rights, and privileges as they exist in the family, home, school and neighborhood. They should be trained to understand that every right and privilege has a corresponding duty and obligation; that they owe love, gratitude, respect, and obedience to the parents for their love, protection and support; that rules and laws are necessary in the family, home, school, and neighborhood for the comfort, protection and general welfare of all; that they should be honest, industrious and kind.

The aim should be to lead children (1) to observe their environment and (2) to help improve conditions around them by understanding their rights and privileges and assuming their duties.

The method should be conversational and personal. The narrative form should be used in leading the pupil to discuss the simple problems of child life in the city. The lessons should be concrete and specific.

The teacher should make the monuments in the city a subject of narrative, and he should discuss meritorious citizens.

#### GRADE 5A COURSE OF STUDY

Problems of city life in the home. Duties of young citizens.

#### SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

**FOOD:** Visit, if possible, the markets and milk stations. Great amount of food needed in large city. Distance it is brought; the way it is handled; necessity for care and cleanliness; selling of spoiled food criminal. What the city is doing to protect its citizens from spoiled or tainted food; inspectors; expense of this care and watchfulness to the city. Who pays for it, and how?

Reciprocal duties, to demand clean service from the milk dealer, grocer, fish man, butcher, and baker; to report careless handling of food or the selling of spoiled food.

**WATER:** Supply throughout the city; needed everywhere; begin with supply in house. Where does it come from? Trace from faucet to stream. Who pays for piping and reservoirs? How is water paid for? Why is it cheap? Uses of water. Importance of purity. Meters. No leaks should be allowed.

Reciprocal duties of citizens, not to waste water because it is freely supplied; to report leaks to teachers; to keep water pure; to use freely for cleanliness.

**HOUSING THE PEOPLE:** Advantages of light, cleanliness and ventilation; people protected by building laws; gas and its uses; the burner, the gas pipe, meter, street pipes, the central plant of manufacture. Treat in same way electricity; telephone; sewerage in each house. Expense to the city of arranging for and supervising all public service. Paid for in taxes.

Reciprocal duties of citizens, to use public property with care and to protect it.

## GRADE 5B

### COURSE OF STUDY

Problems of city life outside the home. Duties of young citizens.

### SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

**FIRE:** Engine house; the firemen; their duties; stories of heroism; the apparatus; the fire department. How citizens can help the department; by fire prevention, precaution, obeying the rules of the city and of the school. Expense, how met? Caution about use of matches, kerosene, benzine, naphtha, gasoline and alcohol; nearest fire alarm box.

**STREETS:** Policemen to protect citizens and property, to direct strangers; to control traffic, to keep order, to prevent crime, to carry out the law; policeman's beat. Stories of heroism; a friend, not an enemy. Who pays for police protection?

Reciprocal duties of citizens, to obey laws, to help in the carrying out of the laws; to assist policeman in the performance of his duty.

STREET CLEANING: White uniforms; sweeping, hose flushing; removal of snow, rubbish, ashes, garbage. Why? Rules for collecting. Why? What is done with waste? Importance of the work and the worker.

How citizens can help; by being clean and keeping things clean; by refraining from throwing anything on the street from a window or from any other place; by using rubbish boxes; by having proper receptacles for ashes and garbage, so that none can drop on the street; by preventing the accumulation of rubbish in furnaces and cellars.

DISEASE: School examination of all children; vaccination; child labor law; employment certificate; health inspection of the homes and of all public buildings; quarantine; inspection of food.

ENJOYMENT: Parks and playgrounds; school yards and gymnasium; public baths.

What citizens can do: Use and enjoy parks, recreation centers, playgrounds, gymnasiums, schoolhouses, public baths, protect public property by discouraging marking of fences, benches, sidewalks or pavements, and mutilation of buildings, shrubs or furniture. Report violations to teacher.

### SUGGESTIONS TO TEACHERS

Juvenile leagues are to be encouraged in the care of the streets and the neighborhood. Well-organized leagues have done very effective work, and such leagues offset much of the destruction of the street gangs that appear in different parts of the city.

### GRADE 6A COURSE OF STUDY

Public institutions of the city, for the transaction of the business of the citizens. The service of the community to the citizen. The reciprocal duties of citizens.

### SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that

teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

CITY INSTITUTIONS: Mayor, how elected, principal duties.

Board of Aldermen, how elected, principal duties.

Borough President, how elected, principal duties.

Board of Estimate and Apportionment determines necessities and expenses of city government. Money raised by taxes and licenses.

Courts: Broad distinction between civil and criminal. Children's court. Oath, witness, judge, jury.

Department of Health. Why? Cost.

Department of Education. Why? Cost.

Department of Parks. Why? Cost.

Libraries and museums: Uses; location of chief museums; contributions by citizens.

Hospitals for sick, poor, aged and infirm. Cost; who pays? Contributions by citizens.

RECIPROCAL DUTIES OF CITIZENS: To know where the important public buildings are situated, and some of the business transacted at the City Hall, and at the Borough Hall; to make use of the schools, libraries, parks and museums; to know what the neighborhood needs; to protect one's interests and the interests of the public by preventing all mutilation and destruction of public property; to have an approximate idea of the annual cost of the city government, and knowledge of the source of its income; to practice economy in the use of all public money and public property, especially the supplies furnished in our schools; to contribute to the general welfare by personal service; to have an idea of the great losses by fire; to know that most of them are due to carelessness; to keep fire escapes clear; to start fires nowhere except in proper places.

## GRADE 6B

## COURSE OF STUDY

The necessity for government. The preparation for citizenship. Suffrage, voters, polls, elections. Naturalization, aliens. State and National institutions. The service of the community to the citizens.

## SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

Necessity for government in the home, the first school of citizenship. Why must there be authority and obedience? Necessity for government in school (playground, classroom, club), another institution for training for citizenship. Why should there be punctuality, regularity in attendance, cleanliness, truth, self-control, authority, order and prompt obedience in school? Co-operation.

Necessity for government in state (city, state, nation); why must there be peace and harmony? Suffrage; restricted suffrage; universal suffrage. Voting; a privilege and a duty; exercise of right for good of the public; who has a right to vote; where and when is voting done? Describe and show ballot at election time. Majority and plurality. How foreigners or aliens become citizens.

STATE INSTITUTIONS: Militia, supervision of savings banks; canals and highways; excise; state department of health; quarantine under supervision of the health officer of the port of New York.

NATIONAL INSTITUTIONS: Post office, object. Custom House, object. Bureau of Immigration, object. Forts, object.

A brief and simple review of how New York City is governed.

RECIPROCAL DUTIES OF CITIZENS: To obey the laws; to vote; to strive for good government by voting for honest and efficient men; to pay taxes; to respond to any call for the welfare of the country or for any part of it, such as defending the country, doing jury duty, holding office at a sacrifice; to protect public property, to be kind to man and beast.

### GRADE 7A

### COURSE OF STUDY

The national government. The business of the people which is intrusted to the national government. The organization. Rights and duties of citizens under national government.

### SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

### DIVISION OF THE BUSINESS OF THE PEOPLE IN THE UNITED STATES:

1. Business which concerns all the people of the United States is transacted by the national government. The Constitution defines the powers of the national government. Some of the powers of the national government are: to maintain an army and a navy; to coin money; to regulate commerce; to establish post offices; to make internal improvements; to grant patents and copyrights; to raise money for support of government by taxes and duties; to regulate immigration and naturalization; to establish United States courts; to make treaties with foreign countries; to establish diplomatic and consular service; to protect American citizens and American business in other countries; to take a census of the people.

2. The business which concerns the people of only a part of the United States is transacted by the several states, cities, counties and towns. (Treated in Grades 7B-8B.)

THE BUSINESS OF THE UNITED STATES GOVERNMENT IS DIVIDED INTO

1. Legislative or law making.
2. Executive or law enforcing.
3. Judicial or court business to protect rights of citizens, and to enforce such rights.

1. Legislative branch: Congress, Senate and House of Representatives. Object of each house. How the number of members in each house is determined. How laws are made. Real business of the house is transacted by committees.
2. Executive branch: Qualifications of President and Vice-President. Some important duties. Executive departments under members of President's cabinet: state, treasury, war, law, post office, navy, interior, agriculture, commerce and labor.
3. Judicial branch: Supreme Court of the United States; members, how chosen. Subordinate branches of this court; circuit and district courts throughout the country.

RIGHTS OF CITIZENS IN RELATION TO NATIONAL GOVERNMENT: To call upon the national government for protection of personal and property rights at home and abroad.

DUTIES OF CITIZENS TOWARD THE NATIONAL GOVERNMENT: To obey and support the laws, to assist in defense of the country, to pay taxes, to be industrious, to co-operate with other citizens in fields of patriotic, educational and philanthropic endeavor.

*Note:* If time permits, a study of the specific provisions of the Constitution should be made, and these provisions compared with similar ones in Magna Charta, the Bill of Rights, etc. It is advisable as a concrete example to organize the class during this term along the lines of the national government.

GRADE 7B

COURSE OF STUDY

The state government. The business of the people which is intrusted to the several states in the Union. Organization

of the New York State government for transacting the business of the people within its territory. Subdivisions of the state, counties and townships, cities and villages. Rights and duties of citizens.

## SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

The state and its subdivisions transact the business of its people that has not been intrusted to the national government. Counties, cities, villages and townships are authorized by the state to transact certain portions of their local public business. Charters are given to cities and villages by the state. Each state has its own constitution, which prescribes among other things, the rights of citizens, and the kinds of laws which may be made.

The three branches of each state government are:

1. Legislative: In New York, the Senate and the Assembly.
2. Executive: A governor and his heads of departments or commissioners.
3. Judicial: Court of Appeals and Supreme Court.

1. Legislative branch: This branch plans things. Members; how elected, terms. The constitution of the state defines the powers of the state government. Some of the powers of the state government are: to control education; to maintain a national guard (militia); to establish courts, state, county and city; to give charters to cities and villages; to raise money; to pass laws relating to public improvements, to private companies doing public business, to asylums for the sick, the insane, the aged, the poor and the criminal within the state; to protect forests, fish and game.

2. Executive branch: This branch does things. The governor; election, term, and qualifications. Some important duties. Principal executive departments.

3. Judicial branch: This branch interprets and helps enforce acts of legislature. Court of Appeals, Supreme Court.

The state guarantees to the citizen protection of life, liberty, and property, freedom of speech and religion. The state expects from the citizens support of the government, industry, honesty, respect for law and co-operation for the good of all.

*Note:* It is advisable, as a concrete example to organize a class during this term along the lines of the state government.

## GRADE 8A

### COURSE OF STUDY

#### FUNCTIONS OF THE GOVERNMENT OF THE CITY OF NEW YORK:

1. What the City of New York does for the people of the city.
2. Reciprocal duties of citizens.

### SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

Location of city; size; population; boroughs; counties.

DEPARTMENT OF HEALTH: Purpose, organization, cost.

DEPARTMENT OF EDUCATION: Purpose, organization, cost.

Other educational institutions not under control of the Board of Education, but wholly or partly supported by funds from the city: colleges, libraries, museums, etc.

DEPARTMENT OF WATER SUPPLY, GAS AND ELECTRICITY: Purpose, organization, cost. Municipal ownership and co-operation with outside agencies.

FIRE DEPARTMENT: Purpose, organization, cost.

POLICE DEPARTMENT: Purpose, organization, cost.

BOARD OF ESTIMATE AND APPORTIONMENT: Purpose, organization. Franchises. Budget: Give amount of for one year, and show how money is raised to meet expenditures.

DEPARTMENT OF PARKS: Purpose, organization, cost.

DEPARTMENT OF FINANCE: Purpose, organization, cost.

MUNICIPAL CIVIL SERVICE COMMISSION: Purposes, organization.

CITY COURTS: City Magistrate's, court of first instance; Special Sessions, no trial by jury; City Court.

RECIPROCAL DUTIES OF CITIZENS: To register, to vote, to enroll; to know how candidates are selected; to know party organization; to inquire into the ability, honesty and integrity of each person who is a candidate for public office; to inquire into public activities of the neighborhood; to join such political, religious and social societies as in his opinion contribute most to the welfare of the community and the country; to be well informed on city, state and national affairs, and to act intelligently, honestly and unselfishly in working for better laws in the city.

### SUGGESTIONS TO TEACHERS

While the city government is being studied, it is well to organize your class along the lines of the city government. At election time a fac-simile of a ballot should be shown, and its rules explained.

### GRADE 8B

### COURSE OF STUDY

Organization of the national, state and city government.  
Reciprocal duties of citizens.

## SYLLABUS

*Note:* The topics here given constitute a minimum syllabus for the grade. It is to be definitely understood, however, that teachers, with the approval of their principals, shall exercise their own judgment in determining to what extent each topic shall be elaborated.

NATIONAL GOVERNMENT: Constitution.

Executive—President: Cabinet.

Legislative—Congress; Senate; House of Representatives.

Judicial—Courts; Supreme and District. Departments.

STATE GOVERNMENT: Constitution.

Executive—Governor.

Legislative—Assembly; Senate.

Judiciary—Court of Appeals; Supreme Court.

Departments.

CITY GOVERNMENT: Charter.

Executive—Mayor.

Legislative—Board of Aldermen.

Judiciary—Civil; Criminal; Children's Court.

Departments—

Boroughs—Executive; Borough President.

Process of naturalization. Voting; who may vote in the State of New York; registration; election day; ballot in use.

## SUGGESTIONS TO TEACHERS

At election time a fac-simile of a ballot should be shown and explained.

Toward the end of the term there should be a topical review; e. g., the legislative branch of government in nation, state and city should be compared.





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